

REYNOLDS SCHOOL DISTRICT

531 Reynolds Rd., Greenville, PA 16125



SPECIAL EDUCATION PLAN

July 1, 2018 – June 30, 2021

Reynolds School District

SPECIAL EDUCATION PLAN Contents

- **Demographics**
- **Planning Committee**
- **Special Education**
- **Least Restrictive Environment Facilities**
- **Special Education Program Profile**
- **Special Education Support Services**
- **Special Education Contracted Services**
- **Special Education Personnel Department**

[Reynolds SD](#) / [District Profile](#) /

Demographics

Reynolds SD

[Edit](#)

Address: 531 Reynolds Rd
Greenville, PA 16125

Phone Number: (724)646-5500

Phase: Phase 3

Superintendent Information

Name: John Sibeto

E-mail address: jsibeto@reynolds.k12.pa.us

Director of Special Education Information

Name: Paula Bredl

E-mail address: pbredl@reynolds.k12.pa.us

[+ New Member](#)*High School Teachers (appointed by Teachers)*

Jane Coburn – *High School Teacher - Regular Education*

Appointed to the Professional Education subcommittee

Appointed to the Special Education subcommittee

Scott Weaver – *High School Teacher - Regular Education*

Appointed to the Professional Education subcommittee

Susan Woge – *High School Teacher - Special Education*

Appointed to the Special Education subcommittee

Middle School Teachers (appointed by Teachers)

Shannon Davis – *Middle School Teacher - Regular Education*

Appointed to the Professional Education subcommittee

Lonnie Emerick – *Middle School Teacher - Regular Education*

Appointed to the Professional Education subcommittee

Elementary School Teachers (appointed by Teachers)

Mark Bateman – *Elementary School Teacher - Regular Education*

Appointed to the Professional Education subcommittee

Brian Beighley – *Elementary School Teacher - Regular Education*

Appointed to the Professional Education subcommittee

Laura Doddo – *Elementary School Teacher - Regular Education*

Appointed to the Professional Education subcommittee

Educational Specialists (appointed by Educational Specialists)

Belinda Wilson – *Ed Specialist - School Counselor*

Appointed to the Professional Education subcommittee

Taryn Dobson – *Ed Specialist - School Counselor*

Appointed to the Professional Education subcommittee

Kyra Matachak – *Ed Specialist - School Psychologist*

Appointed to the Special Education subcommittee

Brian Buchman – *Instructional Technology Director/Specialist*

Appointed to the Professional Education subcommittee

Parents (appointed by Board of Directors)

Josh Mull – *Parent*

Appointed to the Professional Education subcommittee

Appointed to the Special Education subcommittee

Kristen Morris – *Parent*

Appointed to the Professional Education subcommittee

*Administrative Representatives (appointed by the Administrators)***Scott Shearer – *Administrator***

Appointed to the Professional Education subcommittee

Amy Leczner – *Administrator*

Appointed to the Professional Education subcommittee

Paula Bredl – *Administrator*

Appointed to the Special Education subcommittee

Brian Buchman – *Instructional Technology Director/Specialist*

Appointed to the Professional Education subcommittee

*Community Representatives (appointed by Board of Directors)***Brian Paolucci – *Community Representative***

Appointed to the Professional Education subcommittee

Appointed to the Schoolwide Plan subcommittee

Brad Miller – *Community Representative*

Appointed to the Professional Education subcommittee

*Business Representatives (appointed by Board of Directors)***Richard D'Urso – *Business Representative***

Appointed to the Professional Education subcommittee

Robert Gentile – *Business Representative*

Appointed to the Professional Education subcommittee

*Other Members***John Lowry – *Board Member***

Appointed to the Professional Education subcommittee

Appointed to the Special Education subcommittee

Special Education

Special Education Students

Identify the total number of unduplicated special education students.

Total students identified: **143**

Identification Method

Identify the District's method for identifying students with specific learning disabilities.

Along with multiple and varying sources of information, RSD uses a regressed discrepancy model comparing measured ability and predicted achievement to confirm or rule-out a Specific Learning Disability (SLD).

Sources of information include;

Historical and current performance on formative and summative assessments, standardized assessment results, and classroom-based local assessments. The student's responsiveness to previous attempts at intervention is also valuable information in helping make a valid diagnosis.

Classroom behavior, both observed and reported, whether quantified or anecdotal, is considered in the determination. To support behavior data collection, RSD is planning to purchase the SWIS System at the Elementary, K-6, grade levels for the 2018-2019 school year. RSD Elementary has implemented the Administrative Discipline Referral form to consistently collect data that will be added to the SWIS system for data decision making.

Parent information is gathered and considered. Information from related service providers as well as community-based evaluations provided by the parent is also considered.

Classroom teacher(s) information is invaluable and is gathered in structured and unstructured ways.

These multi-confirming data sets address the following statements:

1. Whether the student has a Specific Learning Disability (SLD);
2. The process(es) used to determine eligibility;

Severe Discrepancy between Intellectual Ability and Achievement: The student exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to age, standards or intellectual development. *The student does not achieve adequately for the student's age or does not meet State-approved grade-level standards in one or more of the following areas when provided with learning experiences and scientifically based instruction appropriate for the student's age or State-approved grade level standards and level of English language proficiency: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving.*

- The instructional strategies used and the student-centered data collected.
- The educationally relevant medical findings, if any.
- The effects of the student's environment, culture, or economic background.
- Data demonstrating that prior to referral or as part of the referral process for an evaluation for specific learning disability, the student's regular education instruction was delivered by qualified personnel, including the English as a Second Language (ESL) program, if applicable.
- Data based documentation of repeated assessments of achievement at reasonable intervals, reflecting progress during instruction, which was provided to the parents.
- An observation in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of difficulty. Note the relationship of that behavior to the student's academic functioning.
- Other data, if needed, as determined by the evaluation team.
- A statement for each item below to support the conclusions of the evaluation team that the findings are not primarily a result of

Visual, hearing, motor disability

Intellectual Disability

Emotional disturbance

Cultural factors

Environmental or economic disadvantage

Limited English proficiency

Prior to a referral, the following process occurs:

District created Teacher input forms are completed by relevant teachers and analyzed to rule-out or confirm any other disorders that may mimic a SLD (ie ADHD, Autism, Vision-Based Learning Disorders, Speech/Language Impairments, Psychiatric problems, Medical problems) and need further

scrutiny.

A review of academic performance (ie attendance, discipline referrals, and report cards)

Vision and Hearing screening results

Curriculum and performance-based assessment (Easy CBM, DIBELS, teacher classroom based assessments, Study Island)

Diagnostic Assessments: RSD utilizes the Curriculum Diagnostic Tool, CDTs

Summative Assessments: PSSA, Keystones, PASA

Systematic observation of behavior: Formal and Informal Observations

Transition Inventories (when applicable)

Student interview with interest inventory

Pre-referral Intervention(s) may include:

Elementary Student Assistance Program and Jr./Sr. High School Student Assistance Program: Identifies students who are at risk for social/emotional behavioral health concerns as well as academic concerns. There is agency involvement to assist staff with initiating the process of getting mental health supports in place for families and students.

Team consultation, grade level data team meetings with teacher(s) and consultation with parent(s) for accurate problem identification and the design of an intervention plan (ie evidence-based practices, groupings, frequency, homework strategies, increases in time/exposure to material).

Referral to a community-based professional (ie pediatrician, psychiatrist, developmental optometrist).

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

According to the data, there is no disproportionality in the identification of exceptional children with respect to race or ethnicity. Should an over-identification within an ethnic group emerge, RSD would take immediate steps to investigate, and then ameliorate the disproportionality. To eliminate any bias, RSD chooses only proportionally stratified normed instruments.

Across disability categories, RSD's percentage of identified students closely mirrors the State averages. However, in the area of Speech and Language Impairment, RSD's percentage (28.8%) is far higher than the State percentage (14.7%). To address this disproportionality, the Special Education Department at RSD will continue to review identification procedures. The RSD will also communicate with neighboring districts to determine if the over-identification is due to local/regional philosophies and/or socio economic impact to Speech/Language Services provided to RSD. RSD has recently implemented a Speech and Language Multi Tiered Systems of Support, MTSS, for grades Kindergarten through Second grade with plans to expand these supports to the other grade levels. During MTSS for Speech and Language, RSD therapists push into the regular education classroom to support all students in the area of speech and language. RSD therapists provide universal level supports in coordination and cooperation with the regular education teacher.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

RSD is committed to providing FAPE to any eligible student residing in the District. When RSD becomes aware of a student who is in need of Special Education or thought to be in need of Special Education, RSD will initiate Chapter 14 procedures the same as it would for any other student. The evaluation would be initiated and an IEP, if required, would be created and implemented. Programming, location, related services and Specially-Designed Instruction (SDI) would then be provided to ensure the student's educational performance.

RSD has not encountered any barriers/obstacles that would limit its obligations under Section 1306 of the Public School Code.

RSD has an implemented process for non-resident students. The same day of a student's enrollment at RSD a request for records is faxed to the school district, institution/facility. After communicating with the district/facility/institution, a 4605 is sent to the district of residence and an IEP

meeting is established to ensure student supports are in place for student success. If a surrogate parent is needed, RSD contacts Midwestern Intermediate Unit IV, MIU IV, to obtain names of surrogate parents.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

There are no prisons or other locations for incarcerated students located within the Reynolds School District (RSD) enrollment area. If a facility was to locate within the RSD, RSD would initiate Child Find procedures and design a system of policies/procedures to ensure that a Free Appropriate Public Education (FAPE) would be provided for eligible students.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

RSD adheres to the guidelines and procedures as outlined in Chapter 14 for servicing students in the Least Restrictive Environment (LRE) to the maximum extent possible.

Prior to a referral for a multidisciplinary evaluation/reevaluation; accommodations, modifications, and community-based agency supports are provided/coordinated within the regular education setting. When a student is found eligible, the IEP team begins to systematically discuss possible placements starting with the incorporation of Special Education supports in the regular education classroom. The IEP team weighs the pros/cons of each incremental level of restriction and discusses any unanticipated consequences. The IEP team openly discusses the student's needs, parental goals/expectations, and the districts continuum of services, including supplementary supports and aids.

RSD currently supports students within the district at the Itinerant level, the Supplemental level, and the Full-time level. RSD students are also placed in neighboring district programs or Intermediate Unit operated multi-district programs. Out of district placements are not considered until all district resources, including specialized services, evaluations and if necessary consultation provided by the Intermediate Unit, have been completely exhausted. To offer transparency to every member of the IEP Team, these decisions are data-based.

Regardless of a student's program/placement, RSD encourages participation with same-age peers in the regular setting for academic, nonacademic, as well as extracurricular activities.

In RSD, creative and innovative thinking are valued and expected when developing programs that increase a student participation in the least restrictive environment. IEP Teams are challenged to think and solve problems in new and inspiring ways. This approach, along with up to date trainings on inclusive practices such as, the co-teaching model and differentiated instruction (DI), encourage and provide the opportunity for IEP Teams at RSD to better meet student's needs in the Least Restrictive Environment (LRE). The Intermediate Unit continues to provide training and support at RSD through consultation, presentations at the district and also RSD staff member participation at hosted Intermediate Unit trainings. Recently, RSD has begun implementing School Wide Positive Behavior Support with training and consultation provided by the Intermediate Unit. The Intermediate Unit has also trained RSD staff on de-escalation techniques. RSD is also implementing MTSS and utilizing grade level data team meetings to review student data. This provides the opportunity for data to drive instruction and move students within the tiers. By implementing a tiered systems approach including SWPBS and MTSS, special education students benefit directly because of the level of support provided at each tier.

Supplementary Aids and Services	<i>Examples</i>
Collaborative	<i>Adults working to support students</i>

Scheduled time for co-planning and team meetings	Teachers have shared planning time and grade level data team meetings
Instructional arrangements that support collaboration	Co-teaching, para-educator support, consultation with itinerant teachers and related service personnel, para-educator credential support
Professional development related to collaboration	Coaching and guided support for team members in the use of Assistive Technology (AT) for an individual student, device team training
Scheduled opportunities for parental collaboration	IEP and ER/RER meetings
All school personnel collaborate in the development and delivery of SAS	
CBVT staff	Collaborate with agencies and community resources and establish community partnerships
Early Intervention (EI)	Transition meetings
OVR/MHMR	Transition meetings with outside agencies for secondary students. Provide presentations to parents and students.
Progress monitoring and grading systems	CSIU, IEPWriter, Study Island, CDT, WRAT, DIBELS, Easy CBM,
Instructional	<i>Development and delivery of instruction that addresses diverse learning needs</i>
Providing modified curricular goals	In IEPs and provided by staff
Providing alternate ways for students to demonstrate learning	Use of Universal Design principles, modifying products, modifying response methods
Providing test modification	In IEPs and provided by staff
Providing alternate materials and/or AT	Audio books, text to speech readers, communication devices
Providing instruction on functional skills in the context of the typical routines in the regular education classroom	self monitoring techniques, self advocacy strategies, coping strategies
Changing method of presentation	PROMETHEAN boards, other technology and different modes of instruction
Using reader services	audio books/promethean board
Using interpreters	as needed on an individual basis
Providing research-based supplementary materials	Flex groupings via skills groups, Study Island, Read Naturally, Waterford, PA Core aligned curriculum with supplemental materials, Reflex Math, Edmark, Sonday

Providing instructional adaptations	<p>Shorten/simplify language used with student.</p> <p>Repeat instructions after brief pause.</p> <p>Have student repeat instructions in own words.</p> <p>Supplement oral instructions with:</p> <ul style="list-style-type: none"> • Written instructions • Worked example, illustration, or demonstration <p>Have student demonstrate understanding of instructions by working on item.</p> <p>Reduce classroom language demands by cueing student ahead of time what s/he'll be asked and allow time to prepare oral response.</p> <p>Provide student with response options.</p> <p>Extend testing time with allowable and scheduled breaks as well as allow alternative testing environments.</p>
CBVT	Community job training/partnerships with community businesses
Physical	<i>Adaptations and modifications to the physical environment</i>
Furniture arrangements	T-stools, seating disc
Specific seating arrangements	Yoga balls, yoga ball chairs,
Individualized desk, chair, etc.	Writing easel
Adaptive equipment	Fidgets, seating disc
Adjustments to sensory input	Sensory Room
Environmental aids	Classroom acoustics, changes to lighting, FM system
Structural aids	Wheelchair accessibility, trays, grab bars
Specialized transportation	Seating, harness, lifts
Social/Behavioral	<i>Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior</i>
Social skills instruction	Social Emotional Learning (SEL) curriculum
Counseling supports	Psychological Counseling as a related service
Peer Supports	Facilitating relationships, Lunch Buddies
Individualized behavior plan	PBSP
Modification of rules/expectations	Can't do vs Won't do
Cooperative learning strategies	working in pairs and small groups

Mental Health providers in school	BHRS, Family-based teams, school based counselors
Student Assistance Program (SAP)	Training for staff and support for students
MTSS	Pre-referral interventions, screenings, Tier 1, Tier 2 strategies
Drug and Alcohol	Guidance class and Red Ribbon Week. Jr./Sr. High School presentations by Resource Officer and Resource Officer also visits 7,8, and 10 grade health class. Also, RSD has a full time canine unit (Thunder).
School-based resource officer	Elementary and High School
Anti-bullying programs	Bully-free zone, addressed through Guidance class and SWPBS
Classroom behavioral system	Responsive Classroom/School Wide Positive Behavior Support
Assistance with extra-curricular activities	Plays, musical, band, chorus, concerts, sports
Intervention team meeting	Data analysis, grade level data teams
Social Stories	Utilized and created by staff with whole group, small group and individual
Peer tutoring	Peer buddies
Cooperative Learning	small groups, think-pair-share, round robin
Antecedent Exercise	Sensory Room, movement breaks

RSD has met two out of the threeSSP targets for Special Education students in the Regular Educational Environment:

	SE Inside Regular Ed. Class 80% or more	SE Inside Regular Ed. Class less than 40%	SE in Other Settings
RSD	77.3%	10.9%	Small group size, not displayed
State	62.4%	9.0%	4.9%
SPP Targets	63.1% (RSD met target)	8.5%	4.6% (small group size)

RSD convenes IEP Team meetings to discuss current data (ie: ER/RR/Progress Monitoring/Annula Goals/Behavior Data) related to student need and level of support required for a student to be successful. RSD will continue to convene IEP Teams and for those students at a higher level of support the team will continue to determine if a higher level of support continues to be needed for student success.

RSD has few students enrolled in programs out of the district. For these instances, IEP team meetings are held and all data is considered to ensure students' needs are being met. There have been instances, where students are court placed in outside programs.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

RSD has a leveled policy with respect to behavioral management; supports are increased to meet the intensity of the behavior. Positive methods/techniques are the foundation of RSD's approach to managing student behavior. Student behavior, identified and measured, is delineated across three domains. Student behavior is conceptualized in terms of "cannot do (skill deficit)", "will not do (performance deficit)" or "just does not do (deficit in awareness)." As behaviors are assigned to domains, the IEP Team can then determine the level, and type, of behavioral support that needs to be implemented.

Level I supports are general approaches to an array of behaviors and do not require a behavior management plan attached to the IEP. Level II intervention are outlined in a behavioral plan that is attached to the IEP and are specific interventions designed for specific behaviors. Level III plans are highly involved plans that demand a great deal of staff time and building resources.

The effectiveness of any behavioral plan is impacted by proactive classroom management strategies. Proactive management establishes and maintains a productive learning environment; fostering high levels of student engagement and prevention of student disruptions, for both exceptional and non-exceptional students.

The twin goals of behavioral intervention are;

1. Increase prosocial behavior(s)
2. Decrease non-productive/limiting behavior(s)

With respect to behavioral management, RSD strictly prohibits aversive or coercive techniques. Aversive techniques, restraints or discipline procedures may not be used as a substitute for a behavior management program. The Intermediate Unit provided training on de-escalation techniques. Recently, RSD has begun the process of implementing School Wide Positive Behavior Support, SWPBS. A core SWPBS team has been created at the Elementary building with roll out to the Elementary building staff during the 2018/2019 school year. The implementation will take place over a three year time period.

Restraints can be used; however, only after less restrictive measures and de-escalation techniques have been exhausted. A restraint is only warranted when the student is acting in a manner as to be a clear and present danger to him/herself, to other students, and/or to employees. Team agreed upon restraints are listed in a student's IEP. The use of a restraint of an individual student or eligible young child must cause:

RSD to notify the parent of the use of the restraint

ADR completed to document restraint and reporting to the RISC system

An IEP Team meeting must be held within ten (10) school days of the restraint, unless the parent agrees to waive the meeting.

RSD partners with an outside agency to provide school based behavioral health services. Student Assistance Programs are established and meet regularly at both the Elementary and Jr./Sr. High School.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

RSD does not have significant problems in providing FAPE for any student. RSD continues to provide a seamless delivery system of programming, services, and referrals, to ensure students are educated in the Least Restrictive Environment (LRE). Students with disabilities are placed in appropriate educational settings by IEP Teams respective to their needs. Should RSD be unable to provide or locate an appropriate setting for a student with a disability, RSD would immediately contact the Intermediate Unit for consultation, as well as community-based agency coordinators. With particularly difficult or complex cases, RSD will initiate the Student Assistance Program at both the Elementary and Jr./Sr High School buildings.

RSD routinely teams with local agencies and service providers, such as Behavioral Health and Rehabilitative Services, Children and Youth Services, Office of Vocational Rehabilitation, and Keystone Charter School. RSD contracts with a local agency for weekly services from a Licensed Social Worker (LSW) who serves as the Student Assistance Program (SAP) liaison to community-based mental health services.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

RSD provides a wide range of services for all eligible students. RSD promotes inclusionary practices and effective teaching strategies to accommodate students with disabilities in the least restrictive environment possible. One of the greatest assets of the RSD is the staff.

All Secondary and Elementary staff are "Highly Qualified", with Special Education certification concurrent with certification in either Elementary Education or, the designated core academic area in which they teach. The Staff are trained in differentiated instructional strategies, co-teaching models, Universal Design principles, and pro-active classroom management, with an emphasis on verbal de-escalation.

Staff talent and innovation are unleashed with technical resources such as; web-based reading and math programs, Promethean Electronic Boards, web-based databases such as, CSIU, IEPWriter, Assistive Technology (ie Ipads, communication devices) and Learning Ally (audio books).

RSD has invested in a full-time School Psychologist and contracts with the MIU-IV for other specialists; OT, PT, Auditory Processing Evaluators, HI, VI, O&M, Assistive Technology, Audiological and Dysphagia. RSD conducted a Transfer of Entity with both Speech/Language Therapists/classrooms for the starting of the 2016-2017 school year, so RSD now provides it's own speech/language services. At the beginning of the same school year, 2016/2017, RSD also did a Transfer of Entity with the Secondary Life Skills classroom. This classroom is now operated by RSD. Beginning the 2018/2019 school year, RSD will also be utilizing an RSD speech therapist to be the Dysphagia consultant for the district.

MIU-IV has and continues to provide RSD with ongoing training in the areas of Transition, DIBELS, IEP development, School-Wide Behavior Intervention, Progress Monitoring, Multi-Tiered System of Supports (MTSS), IDEIA, Assistive Technology (AT), Differentiated Instruction (DI), and Autism, as well as contemporary issues in the field, such as training in Special Education Plan development.

Some of RSD's success with students with disabilities is due to the strong focus on early detection and early intervention. RSD hosts an Early Intervention (EI) program supervised by the MIU-IV, as well as two (2) HeadStart programs and a Pre-K counts program. In house, RSD conducts kindergarten screenings, EI transition meetings, and values/honors input from the medical community and other child development professionals.

RSD has started conducting grade level data team meetings to determine student progress and the need for additional interventions and strategies. RSD began implementing School Wide Positive Behavior Support during the 2017/2018 school year with establishment of a core team.

Another aspect of the RSD's success is the parents of our students with disabilities. Historically, there has been a high level of parent participation in IEP meetings as well as a high level of parent satisfaction with the service delivery models. RSD has well established and positive relationships between teachers and parents. Interagency relationships have also been fostered between parents and other educational providers, agencies, and neighboring districts.

RSD has an identified Threat Assessment Team and a Lethality Assessment Team and a full time canine unit. RSD is member of the Greenville Ministerium Crisis Response Team. This team aids in the event of a traumatic situation or crisis to support students, faculty and other staff members.

A number of RSD students, in both the Elementary and Secondary Schools, are provided Psychological Counseling as a related service in their IEPs by the district School Psychologist.

RSD students in the Elementary building enjoy a well-equipped Sensory Room to meet their many sensory needs.

In the area of Transition, RSD provides Community Based Vocational Training, CBVT, to our students ranging in ages 14 to 21. RSD provides students and families the opportunity to meet with outside agencies such as, OVR, Mercer County Behavioral Health, and the Disability Options Network. OVR has conducted meetings and presentations at RSD for both students and parents. Parents had the opportunity to meet at various scheduled times with agency representatives from OVR (at RSD) in order to open cases with outside agencies before students graduate from high school. Students are provided the opportunity to participate in college visits, attend the Transition Conference and the Career Fair. Community Partnerships have been established with businesses where RSD students participate in the CBVT experience.

24 P.S. §1306 and §1306.2 Facilities

Title ▲		Type ▼	Student Count ▼	+ New Facility
Keystone Charter School		Type:	Nonresident Students	
		Services provided by:	Keystone Charter School	
		Student Count:	0	

Facility use type filter

Nonresident

Incarcerated

Least Restrictive Environment Facilities

Title ▲ Type ▼ Student Count ▼

+ New Facility

Greenville School District

Type of Facility: Neighboring School Districts
Type of Service: Secondary Multiple Disability Support
Number of Students Placed: 1

Perseus House Residential Treatment Facility

Type of Facility: Other
Type of Service: Emotional Support/Court Placed
Number of Students Placed: 1

St Stephen's North

Type of Facility: Special Education Centers
Type of Service: Emotional Support
Number of Students Placed: 2

Special Education Program Profile

Number ▲ Operator ▼ Revision ▼ Show All Details

+ Program

Program Position #1 *Unrevised*

Operator: School District

Program Details – [Hide Details](#)

PROGRAM INFORMATION

Details have not been provided.

PROGRAM SEGMENTS

Level of Support	Type of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	4	1
<i>Location 1</i>	Grade	Building Type		
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 *Change*

Operator: School District

Program Details – [Hide Details](#)

PROGRAM INFORMATION

Type: Position ;

Implementation Date: August 29, 2016

Reason for the proposed change: Required due to student needs.

PROGRAM SEGMENTS

Level of Support	Type of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	2	1
<i>Location 1</i>	Grade	Building Type		
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 *Change*

Operator: School District

Program Details – [Hide Details](#)

PROGRAM INFORMATION

Type: Position ;

Implementation Date: August 28, 2017

Reason for the proposed change: Change required to student need.

PROGRAM SEGMENTS

Level of Support	Type of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	2	0.9
<i>Location 1</i>	Grade	Building Type		
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated		
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	1	0.1
<i>Location 1</i>	Grade	Building Type		
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 *Unrevised*

Operator: School District

[Program Details – Hide Details](#)
PROGRAM INFORMATION

Details have not been provided.

PROGRAM SEGMENTS

<i>Level of Support</i>	<i>Type of Support</i>	<i>Age Range</i>	<i>Caseload FTE</i>	
Itinerant	Learning Support	9 to 11	7	0.7
<i>Location 1</i>	Grade	Building Type		
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated		
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	3	0.3
<i>Location 1</i>	Grade	Building Type		
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 [Change](#)

Operator: School District

[Program Details – Hide Details](#)
PROGRAM INFORMATION

Type: Position ;

Implementation Date: August 29, 2016

Reason for the proposed change: Change due to student need.

PROGRAM SEGMENTS

<i>Level of Support</i>	<i>Type of Support</i>	<i>Age Range</i>	<i>Caseload FTE</i>	
Itinerant	Learning Support	10 to 12	5	0.85
<i>Location 1</i>	Grade	Building Type		
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated		
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	3	0.15
<i>Location 1</i>	Grade	Building Type		
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 [Change](#)

Operator: School District

[Program Details – Hide Details](#)
PROGRAM INFORMATION

Type: Position ;

Implementation Date: August 28, 2017

Reason for the proposed change: Position and caseload based on student need.

PROGRAM SEGMENTS

<i>Level of Support</i>	<i>Type of Support</i>	<i>Age Range</i>	<i>Caseload FTE</i>	
Itinerant	Learning Support	11 to 13	5	1
<i>Location 1</i>	Grade	Building Type		
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 [Unrevised](#)

Operator: School District

[Program Details – Hide Details](#)
PROGRAM INFORMATION

Details have not been provided.

PROGRAM SEGMENTS

<i>Level of Support</i>	<i>Type of Support</i>	<i>Age Range</i>	<i>Caseload FTE</i>	
Itinerant	Learning Support	12 to 15	6	0.75
<i>Location 1</i>	Grade	Building Type		
Reynolds Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	2	0.25
<i>Location 1</i>	Grade	Building Type		
Reynolds Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #8 [Change](#)

Operator: School District

[Program Details – Hide Details](#)**PROGRAM INFORMATION**

Type: Position ;

Implementation Date: August 28, 2017

Reason for the proposed change: The change was made due to student needs.

PROGRAM SEGMENTS

<i>Level of Support</i>	<i>Type of Support</i>	<i>Age Range</i>	<i>Caseload FTE</i>	
Itinerant	Learning Support	13 to 16	11	1
<i>Location 1</i>	Grade	Building Type		
Reynolds Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9 [Change](#)

Operator: School District

[Program Details – Hide Details](#)**PROGRAM INFORMATION**

Type: Position ;

Implementation Date: August 28, 2017

Reason for the proposed change: Change based on student need

PROGRAM SEGMENTS

<i>Level of Support</i>	<i>Type of Support</i>	<i>Age Range</i>	<i>Caseload FTE</i>	
Itinerant	Learning Support	14 to 17	10	0.9
<i>Location 1</i>	Grade	Building Type		
Reynolds Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	1	0.1
<i>Location 1</i>	Grade	Building Type		
Reynolds Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10 [Unrevised](#)

Operator: School District

[Program Details – Hide Details](#)**PROGRAM INFORMATION**

Details have not been provided.

PROGRAM SEGMENTS

<i>Level of Support</i>	<i>Type of Support</i>	<i>Age Range</i>	<i>Caseload FTE</i>	
Itinerant	Learning Support	15 to 18	17	1

Level of Support	Type of Support	Age Range	Caseload FTE
Location 1	Grade	Building Type	
Reynolds Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	

Program Position #11 [Delete](#)

Operator: School District

[Program Details – Hide Details](#)**PROGRAM INFORMATION**

Type: Position ;

Implementation Date: July 1, 2016

Reason for the proposed change: Combined program positions.

PROGRAM SEGMENTS

Level of Support	Type of Support	Age Range	Caseload FTE
Itinerant	Learning Support	17 to 19	13 1
Location 1	Grade	Building Type	
Reynolds Junior/Senior High school	A Junior/Senior High School Building	A building in which General Education programs are operated	

Program Position #12 [Unrevised](#)

Operator: School District

[Program Details – Hide Details](#)**PROGRAM INFORMATION***Details have not been provided.***PROGRAM SEGMENTS**

Level of Support	Type of Support	Age Range	Caseload FTE
Itinerant	Autistic Support	6 to 13	2 0.18
<i>Justification:</i> The students with emotional and autistic needs are housed in two separate buildings (Elementary and Junior/Senior High School). They are seen with students of similar age or individually. The parents are informed of the class age range and a waiver is signed. Students' needs are met based on IEP goals and LRE.			
Location 1	Grade	Building Type	
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated	
Itinerant	Emotional Support	6 to 13	2 0.18
<i>Justification:</i> The students with emotional and autistic needs are housed in two separate buildings (Elementary and Junior/Senior High School). They are seen with students of similar age or individually. The parents are informed of the class age range and a waiver is signed. Students' needs are met based on IEP goals and LRE.			
Location 1	Grade	Building Type	
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated	
Itinerant	Autistic Support	12 to 19	3 0.27
<i>Justification:</i> The students with emotional and autistic needs are housed in two separate buildings (Elementary and Junior/Senior High School). They are seen with students of similar age or individually. The parents are informed of the class age range and a waiver is signed. Students' needs are met based on IEP goals and LRE.			
Location 1	Grade	Building Type	
Reynolds Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	
Itinerant	Emotional Support	12 to 19	4 0.37
<i>Justification:</i> The students with emotional and autistic needs are housed in two separate buildings (Elementary and Junior/Senior High School). They are seen with students of similar age or individually. The parents are informed of the class age range and a waiver is signed. Students' needs are met based on IEP goals and LRE.			
Location 1	Grade	Building Type	
Reynolds Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	

Program Position #13 [Change](#)

Operator: School District

[Program Details – Hide Details](#)**PROGRAM INFORMATION**

Type: Position ;

Implementation Date: July 1, 2016

Reason for the proposed change: Reynolds began operating this program.

PROGRAM SEGMENTS

Level of Support	Type of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 21	5	1

Justification: The students in the Lifeskills class at the Reynolds Junior Senior High School are always in small groups or as individuals for instruction. They are never instructionally taught as a whole group. The parents are informed of the class age range and a waiver is signed. Students' needs are met based on IEP goals and LRE.

Location 1	Grade	Building Type
Reynolds Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated

Program Position #14 [Change](#)

Operator: School District

[Program Details – Hide Details](#)**PROGRAM INFORMATION**

Type: Position ;

Implementation Date: August 29, 2016

Reason for the proposed change: Change based student need.

PROGRAM SEGMENTS

Level of Support	Type of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	24	1

Justification: The students in the Speech and Language program are always in small groups or as individuals for instruction. They are never taught in a large or whole class group. The parents are informed of the class age range and a waiver is signed. Students' needs are met based on IEP goals and LRE.

Location 1	Grade	Building Type
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated

Program Position #15 [Change](#)

Operator: School District

[Program Details – Hide Details](#)**PROGRAM INFORMATION**

Type: Position ;

Implementation Date: August 29, 2016

Reason for the proposed change: Change based on student need.

PROGRAM SEGMENTS

Level of Support	Type of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	23	0.86

Justification: The students in the Speech and Language program are always in small groups or as individuals for instruction. They are never taught in a large or whole class group. The parents are informed of the class age range and a waiver is signed. Students' needs are met based on IEP goals and LRE.

Location 1	Grade	Building Type
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated

Level of Support	Type of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 21	4	0.14

Justification: The students with speech and language program are always in small groups or as individuals for instruction. They are never taught in a large or whole class group. The parents are informed of the class age range and a waiver is signed. Student's needs are met based on IEP goals and LRE.

Location 1	Grade	Building Type
Reynolds Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated

Program Position #16 [Delete](#)

Operator: Intermediate Unit

[Program Details](#) – [Hide Details](#)**PROGRAM INFORMATION**

Type: Position ;

Implementation Date: August 29, 2016

Reason for the proposed change: Change based on student need.

PROGRAM SEGMENTS

Level of Support	Type of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 8	1	0.25
Location 1	Grade	Building Type		
Reynolds Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17 [Unrevised](#)

Operator: School District

[Program Details](#) – [Hide Details](#)**PROGRAM INFORMATION**

Type: Class ;

Implementation Date: August 25, 2014

PROGRAM SEGMENTS

Level of Support	Type of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	5	0.83
Location 1	Grade	Building Type		
Reynolds Elementary School	An Elementary School Building	A building in which General Education programs are operated		
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	1	0.17
Location 1	Grade	Building Type		
Reynolds Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18 [Change](#)

Operator: School District

[Program Details](#) – [Hide Details](#)**PROGRAM INFORMATION**

Type: Position ;

Implementation Date: August 29, 2016

Reason for the proposed change: Change based on student need.

PROGRAM SEGMENTS

Level of Support	Type of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 13	2	0.4
<i>Justification:</i> Justification: The students in the Multiple Category class at the Reynolds Elementary School are always in small groups or as individuals for instruction. They are not instructionally taught as a whole group. The parents are informed of the class age range and a waiver is signed. Students' needs are met based on IEP goals and LRE.				
Location 1	Grade	Building Type		
Reynolds Elementary school	An Elementary School Building	A building in which General Education programs are operated		
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 13	3	0.6

<i>Level of Support</i>	<i>Type of Support</i>	<i>Age Range</i>	<i>Caseload FTE</i>
Justification: Justification: The students in the Multiple Category class at the Reynolds Elementary School are always in small groups or as individuals for instruction. They are not instructionally taught as a whole group. The parents are informed of the class age range and a waiver is signed. Students' needs are met based on IEP goals and LRE.			
<i>Location 1</i>	<i>Grade</i>	<i>Building Type</i>	
Reynolds Elementary School	An Elementary School Building	A building in which General Education programs are operated	

Special Education Support Services

Title ▲ Location ▼ Teacher FTE ▼

+ New Service

Director of Special Education

Location: District

Teacher Full Time Equivalent: 1

School Psychologist

Location: District

Teacher Full Time Equivalent: 1

Special Education Paraprofessional

Location: Reynolds Elementary

Teacher Full Time Equivalent: 5

Special Education Paraprofessional

Location: Reynolds Junior Senior High School

Teacher Full Time Equivalent: 2

Special Education Secretary

Location: District

Teacher Full Time Equivalent: 1

Special Education Contracted Services

Title ▲		Operator ▼	Total Time ▼	+ New Service
Occupational Therapy				
Operator:		Intermediate Unit		
Amount of Time per Week:		3.72 Hours		
Physical Therapy				
Operator:		Intermediate Unit		
Amount of Time per Week:		0.37 Hours		

Special Education Personnel Development

Chapter 4 Changes - This section is required

Autism

Hide Details

Description:

Consider an Applied Behavior Analysis, ABA, classroom for RSD Elementary. A site visit to a fully operating, local classroom will be scheduled along with consultation from an IU consultant. RSD will establish the cost of operating an ABA classroom. RSD will send a teacher to the ABA training offered during the summer. Staff who attend the training will implement knowledge gained to support an ABA classroom.

De-escalation techniques-registration/sign in sheets

Provide teachers with training on sensory strategies and proper use of the sensory room conducted by IU OT-sign in sheets for training.

Person Responsible:

Administration

Start Date:

7/1/2018

End Date:

6/30/2021

Program Area(s):

Professional Education, Special Education, Student Services

PROFESSIONAL DEVELOPMENT DETAILS

Hours Per Session:

1.0

of Sessions:

1

of Participants Per Session:

23

Provider:

RSD

Provider Type:

Individual

PDE Approved:

No

Knowledge Gain:

De-escalation techniques, how to implement an ABA classroom with fidelity and appropriate use of the sensory room with sensory strategies.

Research & Best Practices Base:

ABA is a researched based practice shown to be effective with students with Autism.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Empowers educators to work effectively with parents and community partners.

For school or LEA administrators, and other educators seeking leadership roles:

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format:

- Series of Workshops
- School Whole Group Presentation
- Offsite Conferences

Participant Roles:

- Classroom teachers
- Principals / Asst. Principals
- Supt / Ast Supts / CEO / Ex Dir
- Paraprofessional
- Other educational specialists

Grade Levels:

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

Follow-up Activities:

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussion

Evaluation Methods:

- Participant survey
- Other: restraint data

Reading NCLB #1Hide Details

Description:

RSD will provide teachers the opportunity to attend Letrs training. Teachers will implement learned strategies from the training.

Person Responsible:

Administration

Start Date:

7/1/2018

End Date:

6/30/2021

Program Area(s):

Professional Education, Special Education, Student Services

PROFESSIONAL DEVELOPMENT DETAILS

Hours Per Session:

2.0

of Sessions:

3

of Participants Per Session:

3

Provider:

RSD

Provider Type:

IU

PDE Approved:

Yes

Knowledge Gain:

Letrs strategies and how to implement within the classroom.

Research & Best Practices Base:

Letrs is a researched based practice that focuses on reading. It addresses the five essential components of effective reading instruction and writing.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school or LEA administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format:

- LEA Whole Group Presentation
- School Whole Group Presentation
- Department Focused Presentation

Participant Roles:

- Classroom teachers
- Other educational specialists

Grade Levels:

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)

Follow-up Activities:

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussion

Evaluation Methods:

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Classroom student assessment data
- Participant survey

Behavior Support

Hide Details

Description:

RSD will continue with School Wide Positive Behavior Support, SWPBS Evidence of this will be through continued training and sign in sheets along with implementation of SWPBS and utilizing ADRs to track behavior data.

Person Responsible:

Administration

Start Date:

7/1/2018

End Date:

6/30/2021

Program Area(s):

Professional Education, Special Education

PROFESSIONAL DEVELOPMENT DETAILS

Hours Per Session:

3.0

of Sessions:

9

of Participants Per Session:

10

Provider:

RSD

Provider Type:

School Entity

PDE Approved:

No

Knowledge Gain:

The school staff will be able to properly utilize SWPBS techniques and complete ADRs to track behavior data.

Research & Best Practices Base:

SWPBS is a researched based program and ADRs will support data driven decision making with the utilization of the SWIS system.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school or LEA administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Instructs the leader in managing resources for effective results.

Training Format:

LEA Whole Group Presentation

Participant Roles:

- Classroom teachers
- Principals / Asst. Principals
- Paraprofessional
- Related Service Personnel

Grade Levels:

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)

Follow-up Activities:

Other: implementation of SWPBS and ADR completion.

Evaluation Methods:

Other: Utilize the ADR data to review SWPBS impact.

Paraprofessional

[Hide Details](#)

Description:	District documentation of a minimum of twenty (20) hours completed yearly for the next three (3) school years.
Person Responsible:	Director of Special Education
Start Date:	7/1/2018
End Date:	6/30/2021
Program Area(s):	Special Education

PROFESSIONAL DEVELOPMENT DETAILS

Hours Per Session:	2.0
# of Sessions:	10
# of Participants Per Session:	7
Provider:	MIU-IV and District
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	Paraprofessional Competency Goals.

Research & Best Practices Base: Paraprofessionals will gain knowledge on research and best practices.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Empowers educators to work effectively with parents and community partners.

For school or LEA administrators, and other educators seeking leadership roles:

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format:

- Series of Workshops
- Live Webinar
- Offsite Conferences

Participant Roles: Paraprofessional

Grade Levels:

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

Follow-up Activities: Peer-to-peer lesson discussion

Evaluation Methods: Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Transition

[Hide Details](#)

Description:	RSD will Continue to provide training on the transition process. In addition, parent involvement will be encouraged to participate in agency meetings. Evidence of this will be indicated by number of parent participants in agency meetings and student and family involvement.
Person Responsible:	Director of Special Education
Start Date:	7/1/2018
End Date:	6/30/2021
Program Area(s):	Professional Education, Special Education, Student Services

PROFESSIONAL DEVELOPMENT DETAILS

Hours Per Session:	2.0
# of Sessions:	10
# of Participants Per Session:	10
Provider:	School Entity
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	Update Transition requirements and continue to establish agency and parent partnerships.

Research & Best Practices Base: This is to prepare RSD students for life after high school.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school or LEA administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format:

- LEA Whole Group Presentation
- Series of Workshops
- Live Webinar
- Offsite Conferences

Participant Roles:

- Classroom teachers
- Other educational specialists
- Parents

Grade Levels:

- Middle (grades 6-8)
- High (grades 9-12)

Follow-up Activities:

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Joint planning period activities
- Other: Establish parent meetings.

Evaluation Methods:

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Participant survey
- Other: Parent meetings and IEP development in the area of Transition.